Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION 2015 AUG 20 AM 11: 31
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Brownsville Independent School District	031-901	Oliveira Middle School	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000418	1	Tx-034	030917579

Mailing address	City	State	ZIP Code
1900 E. Price Road	Brownsville	TX	78521

Primary Contact

First name	M.I.	Last name	Title
Roni Louise	C	Rentfro	DCSI/DS TTIPS

Telephone #	Email address	FAX #
956-547-3590	roni.rentfro@bisd.us	956-548-8229

Secondary Contact

First name	M.I.	Last name	Title
Cynthia		Castro	Principal

Telephone #	Email address	FAX #
956-548-8530	cscastro@bisd.us	956-544-3968

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Esperanza		Zendejas	Superintendent of Schools
Telephone #	Email address		FAX #
956-548-8011	drezendejas@bisd.us		956-548-8019

Signature (blue ink preferred)   Date signed
S. Zendejas   8/18/15

701-15-107-064

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)		
County-district number or vendor ID: 031-901-045		Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	     i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

across classrooms.

        iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   - (B) High-quality professional development for all staff;
   - (C) A child-to-instructional staff ratio of no more than 10 to 1;
   - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   - (E) A full-day program;
   - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   - (J) Program evaluation to ensure continuous improvement;
   - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   - (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16   Page 10 of 68
2015–2020 Texas Title I Priority Schools, Cycle 4

1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
   (A) significant improvement in academic achievement
   (B) success in closing achievement gaps either within a school or relative to other public schools
   (C) High school graduation rates
   (D) No significant compliance issues in the areas of civil rights, financial management and student safety.

3. Enroll, within the grades it serves, any former student who wishes to attend the school.

If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

It is the vision of Oliveira Middle School to ensure that each child will experience optimal social, emotional, academic, and physical success through a challenging and progressive child-centered educational program in a safe and healthy learning environment. It is the vision of Oliveira to build a population of student excellence with priority in self-growth and leadership to become proud members of the community. We will maintain high expectations and promote excellence for all students.

The campus plans to increase academic performance by improving the instructional program. The campus intends to use several types of educational software in order to give students an opportunity to used different methods of learning. The educational software will include prescriptive lessons and a form of monitoring student progress. To use the software, the campus will purchase computers, tablets, televisions, projectors, Elmos, and interactive white boards for content area classrooms. Teachers will use these tools to enhance participation in the learning process. Teachers will be expected to use student-centered, hands-on activities in order to promote learning, higher order thinking, and problem solving. Teachers will also create and/or purchase supplemental materials that will enhance learning in the classroom. The budget was developed from a zero basis and not intended to request funding beyond what is the campus has estimated is need to accomplish the transformation.

An increase in student learning cannot happen without an increase in teacher quality. The campus plans to implement staff development sessions that will increase capacity for all teachers. The teachers need to increase their knowledge of their content area. The teachers also need to improve their ability to provide a rigorous and complex curriculum. Staff development will also include training on the use of technology as a tool in the classroom. The administration wants to continue developing a professional learning community. Exciting things happen when teachers talk to each other. The school would like to include planning sessions, co-teaching, mentoring, and peer observations. Finally, teachers need to be recognized for extraordinary efforts. Teachers do amazing things and must be rewarded.

Research shows that effective instructional leadership leads to increased student performance. The school must improve on their abilities to lead in order for the school to improve. Schools rely on the collection of data in order to see if they are improving. Schools must know what data to collect, how to collect it, and how to analyze it. The school administrators must also become a more effective leadership team. As Stephen Covey wrote, "They must sharpen their saw." Classroom observations provide first hand proof of a teacher's effectiveness. Administrators must be experts in the process and they must also know how to use observations as a teaching and learning tool. So much is on the plate of an administrator that it would be impossible to do it alone. School leaders must know how to cultivate leaders among the staff.

The increased use of quality data to inform instruction provides a map for schools to follow. Teachers must become proficient at using data to guide instruction. The data must come from a well-developed assessment plan that accounts for all students, is rigorous, and aligned to state standards. The staff must know what data will be collected and how it will be collected. The campus must have a means of collecting and storing the data. Technology provides many effective tools for this process. . Finally, professional learning provides an opportunity to sit and discuss assessment

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

results. Professional dialogue needs to happen in order to develop plans that will work.

Students can be successful if they are provided with increased learning time. Many times students need to spend additional time learning difficult and complex topics. The extended learning time will come through the use of extended day and extended week tutoring sessions. Additional learning time will be provided within the instructional day by utilizing enrichment periods or extended time for some subjects. Web-based programs will also be used to allow students the flexibility of accessing instructional software anytime and anyplace. Finally, resource centers, such as computer labs and library, can remain open before and after school and for extended week sessions.

A positive learning environment leads to an improvement in the school climate. Students must feel safe at school. The school will fairly and consistently employ a positive school-wide behavior program. Teachers will create a supportive, non-threatening environment that will make students feel comfortable to learn from mistakes. The teachers will build teaching and learning relationships with the students so that they can freely interact with each other and not feel threatened. The campus will make certain students get involved in class and school activities. The students will feel a sense of belonging to a family. Finally, the campus administration will ensure that the school is well-maintained and clean.

Parent and community engagement makes the job of educators a little easier. The school will provide parents with training sessions to help them improve their parenting skills. Communication will be a two-way street and it will be effective and reliable. The school will recruit parents to work as parent volunteers at the school. The school will involve families with their children in academic learning at home. Parents will be invited to participate in school decisions by becoming involved in committees and other organizations. Finally, the school will partner with community agencies in order to provide additional resources for families.

Oliveira Middle School has the full support of the District regarding the implementation of initiatives to improve academic success. The campus has made progress in the last three years. The campus administration is succeeding in providing a positive earning environment for all students. The administration, teachers and staff are, and will continue to be, engaged in the continuous improvement process supported by appropriate professional development and improved delivery of instruction for all students.

Brownsville ISD campuses have been the recipients of several TTIPS grants during Cycle 1 and Cycle 2 that have provided district staff with a strong understanding of what needs to be done to support campuses as they work to accelerate achievement performance for all students. Currently, the district has two administrators that have served as District Shepherds for TTIPS grants and one currently serves as the full-time District Coordinator of School Improvement. The District business services (Finance, Purchasing, Technology, etc.) and BISD Grants Department staff have extensive experience in working with campuses to implement large grant programs. Working with BISD campuses on prior TTIPS grants has already set the stage for supporting campuses to have operational flexibility in staffing, budgeting, scheduling, and the implementation of grant activities. BISD has Area Assistant Superintendents that supervise designated campuses and provide administrative support for the campus leadership. These administrators work in close collaboration with other district cabinet level staff to ensure the campus continues to pursue their transformational efforts with urgency, high expectations, and needed supports to increase student performance while building the capacity of the campus faculty and staff to sustain efforts beyond the funding from the grants.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$276,920	$	$276,920	$983,200	$	$983,020	$	$983,020	$	$983020	$	$4,209,000
#8-Professional and Contracted Services	6200	$33,000	$	$33,000	$33,000	$	$33,000	$	$33,000	$	$33,000	$	$198,000
#9-Supplies and Materials	6300	$230,250	$	$230,250	$307,725	$	$209,250	$	$146,850	$	$146,850	$	$1,271,175
#10-Other Operating Costs	6400	$85,000	$	$85,000	$263,800	$	$263,800	$	$263,800	$	$87,000	$	$963,400
#11-Capital Outlay	6600/15XX	$318,800	$	$318,800	$63,975	$	$3,975	$	$7,275	$	$3,975	$	$398,400
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	$	
Grand total of budgeted costs (add all entries in each column):	$943,970	$	$943,970	1651700	$	1493745	$	1433945	$	1253845	$	$6776425	

Administrative Cost Calculation

Enter the total grant amount requested:	$6776425
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$338,821

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Standard Application System (SAS)

Schedule #7 — Payroll Costs (6100)

County-district number or vendor ID: 031-901-102

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	8		$	$	$294,000	$294,000	$294,000	$294,000	$1,176,000
2 Educational aide	5		$	$	$110,000	$110,000	$110,000	$110,000	$440,000
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 Grant Coordinator	1		$28,000	$28,000	$56,000	$56,000	$56,000	$56,000	$252,000
5	1		$	$	$	$	$	$	$
6 Title			$	$	$	$	$	$	$
Auxiliary									
7 Grant Secretary	1		$13,000	$13,000	$26,000	$26,000	$26,000	$26,000	$117,000
8 Parent Liaison	1		$13,000	$13,000	$25,000	$25,000	$25,000	$25,000	$113,000
9 Family Counselor	1		0	0	42000	42000	42000	42000	$168,000
Other Employee Positions									
10 Title			$	$	$	$	$	$	$
11 Title			$	$	$	$	$	$	$
12 Title			$	$	$	$	$	$	$
13 Subtotal employee costs:			$54,000	$79,000	$553,000	$553,000	$553,000	$553,000	$2,266,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			$15,000	$15,000	$15,000	$15,000	$15,000	15,000	75,000
15 6119 Professional staff extra-duty pay			$164,800	$164,800	$279,800	$279,800	$279,800	279,800	1,284,000
16 6121 Support staff extra-duty pay			$7,000	$7,000	$7,000	$7,000	$7,000	7,000	35,000
17 6140 Employee benefits			$36,120	$36,120	$128,220	$128,220	$128,220	128,220	549,000
18 61XX Tuition remission (IHEs only)			$0	0	0	0	0	0	0
19 Subtotal substitute, extra-duty, benefits costs			$222,920	$222,920	$430,020	$430,020	$430,020	$430,020	$1,943,000
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$276,920	$276,920	$983,020	$983,020	$983,020	$983,020	$4,209,000

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-901-045 — Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land — Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6299 Contracted publication and printing costs (specific approval required only for nonprofits) — Specify purpose:	$0	$0	$0	$0	$0	$0	$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0

Professional Services, Contracted Services, or Subgrants:

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Regional Service Centers	☐	$25000	$25000	$25000	$25000	$25000	$25000	$125000
2	Positive Behavior Program Trainers	☐	$8000	$8000	$8000	$8000	$8000	$8000	$40000
3	Leadership Development Trainers	☐	$5000	$5000	$5000	$5000	$5000	$5000	$25000
4	Content Area Professional Development	☐	$15000	$15000	$15000	$15000	$15000	$15000	$75000
5	Rigor and Complexity Professional Development	☐	$8000	$8000	$8000	$8000	$8000	$8000	$40000
6	Technology Applications Trainers	☐	$10000	$10000	$10000	$10000	$10000	$10000	$50000
7	Data Collection and Analysis Trainers	☐	$8000	$8000	$8000	$8000	$8000	$8000	$40000
8	Classroom Observations	☐	$5000	$5000	$5000	$5000	$5000	$5000	$25000
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$84000	$84000	$84000	$84000	$84000	$84000	$420000

	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
a. Subtotal of professional and contracted services requiring specific approval:	$0	$0	$0	$0	$0	$0	$0
b. Subtotal of professional services, contracted services, or subgrants:	$84000	$84000	$84000	$84000	$84000	$84000	$420000
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$50000	$50000	$100000	$100000	$100000	$100000	$450000
(Sum of lines a, b, and c) Grand total	134000	134000	184000	184000	184000	184000	870000

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Texas Education Agency

Standard Application System (SAS)

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 031-901-045 | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Hand held digital device	Student instructional Support	150	$200	$62500	$62500	$0	$0	$0	$0	$62500
	2	Printers	Student instructional support	65	$300							
	3	Elmos	Student instructional support	65	$200							
	4				$							
	5				$							
6399		Technology software—Not capitalized				$5000	$5000	$5000	$5000	$5000	$5000	$25000
6399		Supplies and materials associated with advisory council or committee				$0	0	0	0	0	0	0
		Subtotal supplies and materials requiring specific approval:				$67500	$67500	$5000	$5000	$5000	$5000	$87500
		Remaining 6300—Supplies and materials that do not require specific approval:				$100000	$100000	$100000	$100000	$100000	$100000	$500000
		Grand total:				$167500	$167500	$105000	$105000	$105000	$105000	$587500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-901-045

Amendment number (for amendments only):

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412 Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$0
6413 Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$0
6419 Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$0
6411/ 6419 Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$0
6429 Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$0
6490 Indemnification compensation for loss or damage	$	$	$	$	$	$	$0
6490 Advisory council/committee travel or other expenses	$	$	$	$	$	$	$0
6499 Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$0
6499 Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$0
Subtotal other operating costs requiring specific approval:	$	$20000	$60000	$80000	$80000	$	$0
Remaining 6400—Other operating costs that do not require specific approval:	$20000	20000	60000	80000	80000	$50000	$290000
Grand total:	20000	20000	60000	80000	80000	50000	290000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-District Number or Vendor ID: 031-901-045

Amendment number (for amendments only):

Schedule #11—Capital Outlay (6600/15XX)

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1	Library Books	N/A	N/A	$20000	$20000	$20000	$20000	$20000	$20000	$100000
	66XX/15XX—Technology hardware, capitalized									
2	Computers for classroom instruction	382	$1100	$143000	$143000	69300	69300	69300	69300	420200
3	Projectors for classroom instruction	65	$600	$39000	$39000	$	$	$	$	$39000
4	Printers-high capacity for classroom instruction	65	525	34125	34125	$	$	$	$	34125
5	Interactive whiteboards	60	1800	21600	21600	21600	21600	21600	21600	108000
6										
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
9										
10										
11										
12										
13			$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14	Televisions	20	$500	$10000	$10000	$10000	$10000	$10000	$10000	$50000
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21				$	$	$	$	$	$	$
	Grand total:			$267725	267725	120900	120900	120900	120900	751325

For TEA Use Only

Changes on this page have been confirmed with:	On this date: _____
	By TEA staff person:
Via telephone/fax/email (circle as appropriate)	_____

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 031-901		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	1,243		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	1.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	1,230	99.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	10	0.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	0.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1,153	92.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	231	18.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	138	11.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	1,035		2014-2015 PEIMS report
Disciplinary placements in In-School Suspension	657		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	165		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	67		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	74 (Alg I only)	99%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	799	73%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Oliveira Middle School is located in the Land O'Lakes area of Brownsville, Texas, The school sits in the middle of commercial and residential properties, which accentuates our school's unique culture. Oliveira Middle School is one of eleven middle schools in the Brownsville Independent School District (BISD). Our current enrollment is 1,243 students. The student body is comprised of 411 = 8th grade students, 433 = 7th grade students, and 399 = 6th grade students. Oliveira Middle School is the largest middle school in the Brownsville Independent School District.

In the last three years, Oliveira Middle School has seen growth to its population and in particular its sub-populations. The enrollment has increased from 1,196 students in 2012 to 1,243 students in 2014. The school has remained predominantly Hispanic with an average rate of 99% for the last three years. The percentage of Economically Disadvantaged students has also increased from 91.2% to 92.8% which is higher than the state average. The school has seen a drop in the percentage of students involved in Career and Technology classes from 26.3% to 22% which is below the district average. The number of students identified as Gifted and Talented has increased from 14% to 16.4%. The number of students receiving services from Special Education has decreased from 13% to 11.1%, but still above the state and district average. The retention rates vary according to grade level. In sixth grade, the retention rate has decreased from 1.8% to1.1%. In seventh grade, the retention rate has increased from 1.7% to 5.4%. The eighth grade retention rate has increased from .9% to 4.4%.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 031-901		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	97.0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	77.7	80.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.6	8.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.4	2.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	8.4	8.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	68.8	88.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	8.9	11.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2.3	3.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	14.8	19.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	14.7	18.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	27.4	35.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	18.5	23.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	47,871		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	43,583		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	47,132		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	51,432		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	60,164		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	32	25.6%	2014-2015 Brownsville ISD Human Resources
Staff with Bachelor's degree as highest level attained	75	60.0%	2014-2015 Brownsville ISD Human Resources
Staff with Master's degree as highest level attained	18	14.4%	2014-2015 Brownsville ISD Human Resources
Staff with Doctoral degree as highest level attained	0.0	0.0%	2014-2015 Brownsville ISD Human Resources

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Oliveira Middle School has an experienced staff. Of the total number of staff members, over 90% is comprised of professional staff. The campus employs mostly a minority staff (86.5%). The school has a predominantly Hispanic enrollment taught by a predominantly Hispanic teaching staff. The teaching staff has 42.1% males and 57.9% females. All classroom teachers are highly qualified in his/her area of expertise.

80% of the ELA teachers are ESL certified. Our teachers provide overall strong instruction that will equip students with skills and expertise to be successful in their respective high school & college academics whether they are geared towards a workforce environment or they go on to work towards a college or university after graduation from the public school system; however, not all of our students are being as successful and gap closure needs to take place between all students and our special populations. Our teachers are prepared to offer courses in every subject area that prepares our students for our early college high school, as well as a diverse range of elective and career and technology courses.

Our teachers are required to be Pre-AP and G/T trained to provide programs such as, the Gifted and Talented, Pre-Advanced Placement & our Advanced Placement class (Spanish). Counselors provide all students with personalized degree plans.

The staff commits a lot of time towards creating a professional learning community. The teachers have grade level meetings twice a week and team meetings 3 times a week. The teachers use the time to review data and plan lessons. The teachers also spent part of their summer writing curriculum and preparing lesson plans for the year. The teachers also spend additional time engaging in professional development. The teachers receive training from the District Curriculum Specialists, initiatives such as Texas Literacy Initiatives, and Educate Texas.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																

| County-district number or vendor ID: 031-901 || Amendment # (for amendments only): ||||||||||||||

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							403	409	419					1,231

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							20	20	21					61

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal established a committee to conduct the Comprehensive Needs Assessment (CNA). The committee members represented all stakeholders on campus. The Committee was comprised of the following individuals: Principal, Dean of Instruction, Teachers, Support Staff, Parents, Community Representative, and District Representative. The Principal introduced the Texas Accountability Intervention System (TAIS) to the committee members. She explained to the committee that we would be following this process. The Principal also presented to the committee the seven Critical Success Factors (CSF) that must be performed in order to achieve our goals. She reviewed each of the CSFs and how our plan activities needed to be aligned to them. The team decided it would report progress to the remaining staff through emails and updates during faculty meetings. The committee reached consensus on the campus goals of greatest importance to the group. They then identified data that proved that a concern existed on campus. The team identified what type of data would assist in clearly defining the needs and divided the tasks of identifying the sources of the data.

The next step was to gather and analyze the data. The committee concentrated on collecting data for the sub-population groups; for example, LEP, Special Education, At-Risk, and Socio Economic level. The group revisited the expectations that had been set the prior year. The data was collected for the current year. The group studied the discrepancies between the current and desired outcomes. The next step was to prioritize needs based on the data. The concerns were ranked in order of importance. The group wanted to identify and analyze the causes for each concern and determine if an intervention was appropriate. The committee shared a summary of the findings by need with an explanation of the major causes with the staff.

The final step of the process was the decision-making. The committee used a set of criteria to assign priorities among the needs. As part of the process, the team set priorities in two stages: broad areas and critical areas. Once the priorities were set, the team identified possible solutions. The team reviewed and documented research and evaluation data that supported the solutions. Once all the information had been reviewed and analyzed, the committee selected the solution(s) for each area of need and created a plan. At the end of this phase, a written report was prepared to present the methods and results of the needs assessment to all stakeholders. The report included: a description of the needs assessment process; the identified needs; the priority needs; and the action plan. The plan also included a system for formative and summative monitoring of progress towards the achievement of the goals.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Oliveira Middle School selected the Transformation Model.

In order to increase student achievement, there must be an increase in teacher and school leader effectiveness. The new teacher evaluation system (T-TESS) and the new principal evaluation system (T-PESS) create a rigorous, transparent, and equitable evaluation that enables the campus to use data, observations, self-reflection, and goal-setting to measure student growth.

The Transformation Model also requires extensive ongoing, high-quality, job-embedded professional development to facilitate effective teaching and learning. The professional development component is the key to sustaining the school reform strategies beyond the grant. The availability of quality professional development will also assist in the retention of staff members that are capable of meeting the needs of our students.

The purpose of implementing a high-quality staff development program is to strengthen the delivery of comprehensive reform strategies. The campus will be able to promote the use of data to identify and implement a research-based, vertically-aligned instructional program, and provide differentiated instruction which address state standards and college/career readiness goals.

A rigorous instructional program is possible with an increase in the learning time. The additional learning time will allow teachers time to not only cover the core academic subjects with depth and complexity, but also to provide additional time in the enrichment areas in order to produce a well-rounded student. The teachers can also take advantage of the increased learning time to collaborate, plan, and engage in professional development.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brownsville Independent School District always solicits input from all its stakeholders. Parent input plays an important role in the District. After all, it is us that serves the community; not the community that serves us.

The District advertised the application for TTIPS on its District homepage on the web. A brief description of the grant was given followed by a list of school applicants. The date and time of the community meeting for each school was also posted on the site.

The Community Meeting at Oliveira Middle School was held on August 4, 2015 at 4:30 pm. The staff, as well as parents was invited to attend the meeting. A sign-in sheet was used to document attendance. The Principal presented at the meeting. The Principal provided a brief description of each of the models. Each attendee was given a copy of the presentation. Once the Principal completed the presentation, an opportunity was given to all audience members to ask questions about the grant and about the models. After the Q & A session, an election for the model was held. The campus provided 12 laptop computers to facilitate the voting. Each participant was given the opportunity to vote for the model of his/her choice. The results were as follows: Transformational Model-33 votes and the Turnaround Model-6 votes. The voting results were documented on Google Docs. At the conclusion of the meeting, the Principal announced that the majority was in favor of the Transformational Model and she thanked everyone for their attendance.

Family engagement is instrumental in the successful implementation of school reform strategies. Oliveira Middle School strives to have strong bonds of communication with families. Parents and teachers who share relevant information about a student are better able to help that student achieve academically and parents are more likely to be more involved with their children's learning at home. Teachers and schools benefit in seeing an improvement in student achievement, improvement on student's self-image, an increase in attendance, a reduction in disruptive classroom behavior, and improved teacher-student relationships. The school hosts Open House, Orientation Nights, and other events during the school year. These events provide an opportunity for parents to learn about school-wide policies and programs, such as discipline, homework, extracurricular activities, scheduling and how parents can get involved.

Just as teachers need training to refine their craft, parents need training as well to become better parents. Today's parents, many times, are overwhelmed with school, family, economic, and societal issues. The school can assist parents by providing opportunities to get involved at or with the school. The school can sponsor parent workshops to help improve child-rearing skills and computer literacy classes that will enable parents to communicate with their children and school staff as well as monitor student progress through online access to grades and other student progress monitoring. The school can also assist parents with such helpful strategies such as home-school contracts and how to supplement schoolwork. The District and campus has a strong parental involvement component that encourages parents to volunteer at school or serve on District or campus committees. The school will also collaborate with the community to utilize community resources to strengthen school programs such as Communities in Schools.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan			
County-district number or vendor ID: 031-901		Amendment # (for amendments only):	

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Works closely with campus staff for oversight of the implementation of the grant and expenditure of the grant funds. Provides coordination of district services and monitoring of the implementation of the grant. Provides the connection between district, campus & TEA.	Masters degree related to curriculum, experience with grant implementation, mid-management/principalship certification, and experience as a campus administrator. Meet BISD qualifications to be a district administrator.
2.	Area Assistant Superintendent for Curriculum	This position will be responsible for providing support for the campus through Curriculum Specialists and coordinating other curricular support services.	Masters Degree with a certification in Mid-Management and Superintendency. Meet appropriate district qualifications for this level of district administration.
3.	Area Assistant Superintendent for Oliveira Middle School	Will be responsible for providing individualized assistance to the campus administration and is the supervisory individual for the principal.	Masters Degree with a certification in Mid-Management and Superintendency. Meet appropriate district qualifications for this level of district administration.
4.	Principal	Will gather and maintain observation-based assessments of performance and ongoing collections of professional practices reflective of interventions, students' achievement and increased passing rate.	Masters Degree and a certification in Educational Leadership / Principal with experience at the middle school level.
5.	Dean	Will be responsible for the implementation, monitoring, evaluation, and submission of all grant documents	Masters Degree and a certification in Educational Leadership / Principal with experience at the middle school level.
6.	Assistant Principal	Will assist with the implementation of the interventions.	Masters Degree and a certification in Educational Leadership / Principal with experience at the middle school level.
7.	Curriculum Specialists	Observe, model, coach, co-teach, co-plan and assist in data analysis and assessment development	Have expertise in content area and program specific strategies. Meet appropriate district qualifications for this level of district administration.
8.	Grant Coordinator	The Grant Coordinator will be responsible for the implementation of all grant activities, including submitting all required reports.	Masters Degree and a certification in Educational Leadership / Principal with preference for individual with prior grant implementation experience.
9.	TLI Specialist	Will supervise all interventions related to Language Arts.	Experience in Language Arts and supervising staff development. Also, preferred to have Masters in Education or higher and Mid-Management Certificate.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Regional Service Centers	Will provide staff development in areas such as subject content, leadership, data collection, and parenting	Expertise in each of the content areas and other specific topics
2.	Staff Development Provider for Content Area	Will provide staff development in the areas of Language Arts, Math, Science, and Social Studies	Expertise in each of the content areas
3.	Staff Development Provider on Rigor and Complexity of Lessons	Will provide staff development in the application of rigor and complexity in the classroom	Expertise in the area of adding rigor and complexity to lessons
4.	Staff Development Provider for Technology	Will provide staff development on the use of technology to supplement instruction	Expertise in the application of technology in the classroom
5.	Staff Development Provider for Data Collection/Analysis	Will provide staff development in the process of collecting and analyzing data to inform instruction	Expertise in the area of data analysis
6.	Staff Development Provider for Classroom Observations	Will provide staff development to administrators in the use of classroom observations to improve instruction	Expertise in the area of classroom observation
7.	Staff Development Provider on School Leader Effectiveness	Will provide school administration staff development on school leader effectiveness	Expertise in the field of school leader effectiveness
8.	Staff Development Provider on Cultivating Staff Leaders	Will provide school administration staff development on cultivating teacher leaders on campus	Expertise in the area how to cultivate teacher leaders
9.	Staff Development Provider for Parental Skills	Will provide staff development for parents in order to strengthen parenting skills	Expertise in working with families
10.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All stakeholders on our campus are committed to long-term student success. Excellence does not happen overnight. Oliveira Middle School is committed to delivering a continuous high-quality instructional program. To ensure success into the future, the District/Campus is committed to identifying, developing, and retaining talented personnel that will reach success. The campus expects to "grow leaders" within the organization to ensure continuity for the future of their leadership and reducing turnover.

In order to achieve this outcome, the campus needs support from the District. Although there are always budget constraints, the District does its best to provide the necessary resources to each campus. Resources are not only in the form of money and supplies, but also in the form of human and intellectual capital.

The campus will build a development mindset within the organization. The development of human capital within an organization begins with empowerment. The staff is empowered to participate in all aspects of the school. Through site-based decision making, all recommendations and ideas are thoughtfully considered. Participation in the development of people does just happen from the top-to-the-bottom, but also from the bottom-to-the-top and across the different functions of the school.

In order to involve all stakeholders, the campus will utilize data-driven decision making. The review of data is crucial to the success of the instructional program. The formative and summative data will be made available to everyone. The campus will keep all stakeholders involved through the data review process. The school expects to assess the performance culture on a regular basis and remain transparent.

Professional development will be used to create a "Learning Organization". The school expects to increase capacity for all teachers and the administration. Through professional development and the sharing of strategies and ideas, all stakeholders will remain involved and feel empowered as part of the team.

BISD has an Area Assistant Superintendent assigned to the campus who will guide the campus along with the BISD District Coordinator of School Improvement/District Shepherd for TTIPS to ensure that the grant activities are implemented, monitored, evaluated and adjusted as part of the campus continuous improvement process. The district will assist the campus in any staff transitions that impact the implementation and management of the grant.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educational reform needs to be sustained because to see any results a reform initiative may need to continue for three to five years. Many reforms are unsuccessful due to the fact that they are a hodge-podge of initiatives that tend to look for quick-fix solutions. Sustainability means that successful program activities will continue and unsuccessful ones will be dropped.

An overarching vision is a critical element of a school's organizational strategy. Vision always comes first. If you have a clear vision you will add value to your school and eventually find the right strategies. The vision must be shared by all members of the learning community. Articulating and repeating the positives of the move toward change will help all staff members stay engaged and motivated in the process.

Through professional development the staff will acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Sustainability requires participatory teaching and learning methods that motivate and empower teachers to change their behavior and take action for sustainable development. Professional development is an investment in human capital. In addition, the campus will have support systems in place to ensure a successful implementation of the program. Success will come through preparing, developing, and evaluating educators.

Partnerships between school leaders, educators, and the broader community are essential to achieving sustainability. By working with other entities, the school will increase the amount of resources available to the students and the teachers. The District readily provides resources such as budgets, trainings, and organization support to all its campuses. The Educational Service Center (Region I) provides easy access to staff development at a reasonable cost. The community has also shown the willingness to provide help to the schools through school sponsorships, Memorandums of Understanding, and expertise. The community hosts two institutions of higher learning: Texas Southmost College and The University of Texas-Rio Grande Valley.

All staff members must feel empowered by the system. They have to feel that their opinion and input matters. The teachers must have a voice. The campus will make certain that all stakeholders are continuously involved and that they have ownership. Communication will be the key to the transparency. The more people get involved, the more they are likely to make certain that their program succeeds.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Setting objectives involves a continuous process of research, decision-making, evaluation, measurement, and realignment. Knowledge of yourself and your team is a vital starting point in setting objectives.

The first step taken was to review the campus mission. All activities that happen on our campus are directly related to our mission. The committee then proceeded to review all state standardized testing results for the last three years to look for trends. The results were reviewed by grade level, subject area, reporting category, sub-populations, and teachers. Strengths and weaknesses were identified for each of the tested subject areas. Based on the data, the areas of concern were prioritized and measureable, attainable objectives were set. The committee also took into account the standards set by the Superintendent for all schools. The committee decided to set a target of a 10 percentage point increase in each of the tested content areas. The campus involved stakeholders in order to create constructive dialogue.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection is an important aspect of any type of educational reform. To develop effective prevention strategies, our campus needs to establish strong data collection methods. Our campus goal is to strengthen our instructional program through the use of relevant data collected from various sources.

To monitor participation rates, the campus will take attendance on a daily basis during regular school hours and all extended day/week tutoring sessions. The District employs computer software (eSchools) to monitor attendance. From this software, the campus can run many types of reports.

The campus will utilize various types of formative assessments to monitor student progress throughout the year. Each subject area has its own form of measuring progress. Many of the campus programs such as Accelerated Reader, Living with Science, Compass Learning have data collection components that can be analyzed to inform instruction. The campus also administers benchmarks such as the Texas Middle School Fluency Assessment, Writing portfolios, and District benchmarks. Much of the data collection for the formative assessments will be collected electronically for immediate review and discussion by teachers.

Observations are also a key data collection component. The new Teacher Evaluation and Support System (T-TESS) will be a valuable resource for observation data. The campus administration will also conduct informal observations on a daily basis. The campus also has additional resources for observations from the District Curriculum Specialists and programs such as the Texas Literacy Initiative (TLI) and Educate Texas.

Summative data collected at the end of the year will assist in making adjustments to the program. The campus will use data from the STAAR tests for each subject area tested by the students. Also available from the state is the TELPAS which monitors the progress of LEP students.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 031-901-045	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Many staff members will be involved in assessing the effectiveness of the program activities and interventions throughout the year. The campus team will make any necessary adjustments to the instructional program as needed based on the data collected.

The administrator in charge of attendance for the campus will monitor participation rates. Each classroom teacher marks attendance every day. The administrator, along with the school Parent Liaison, will review attendance at school on a daily basis and make contact with students and parents with attendance problems. The district's Pupil Services Department also assists campuses in tracking student attendance related data. The Dean of Instruction will monitor the participation rates for all extended day/week programs. He will also communicate with the family regarding attendance issues. All staff members responsible for student participation will follow District guidelines to provide interventions for attendance problems.

The performance data collected throughout the year will be monitored by the Dean of Instruction and the campus administration. The majority of the data from all classroom assessments will be collected electronically. As the teachers input the testing information, the campus will have instant access to the information. The data will be reviewed first hand by the teachers, Dean of Instruction, and Principal with assistance from the District Curriculum Specialists, Bilingual Lead Teacher, and campus Texas Literacy Initiative Specialist (similar to a reading coach). Adjustments to the instructional program will be made and also professional development needs will be addressed based on the students' needs.

The Campus Administration will monitor the teacher observations. Each campus administrator is responsible for evaluating teachers with the evaluation system (T-TESS). The campus administrators will also conduct informal observations throughout the year. Immediately following the formal and informal observations, the campus administration will meet individually with the teacher to discuss the observations and refine teaching methods and pedagogy. The results of the observations will also be shared with the Dean of Instruction to provide staff development in the area(s) of need. Informal observations will also be conducted by the District Curriculum Specialists, Bilingual Lead Teacher, TLI Lead Teacher, and the Educate Texas Coach. The results of these observations will also be shared with the teacher and the Dean of Instruction.

At the end of the year, the campus will receive its summative data. The campus improvement cycle will begin with the review of the data. The data will be shared with all staff members to identify strengths and weaknesses and prioritize needs. The instructional program will be adjusted to meet the needs of the students.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Productive partnerships between schools and external providers are built on strong foundations. These partnerships have great potential: They can bring in much-needed perspective and expertise. But having an external partner is no guarantee of success.

The first part of the process is to determine the needs of the school. The comprehensive needs assessment is used to identify and prioritize the needs of the campus. The campus will then consider the available resources that already exist at the school, especially funding sources. Next, the campus will look at possible external partners. The school will identify the types of services offered, the types of providers, and the characteristics of high quality services.

The second step is to create a framework for the selection process. It begins with establishing a selection team. The team will be responsible for writing a Request for Proposal (RFP). The RFP will outline the campus needs, the outcomes and services that are expected, and the selection criteria. The most rigorous task of the committee will be to find potential providers. The team will consider various types of providers by: consulting with other campuses/districts, contacting professional organizations, and internet search.

Once an exhaustive search is complete, a provider will be selected from the list. The selection team will meet with the potential provider to discuss the selection criteria, the cost of services, the expected outcomes and timetables, and the provider's evaluation strategy. The provider will be asked for references to determine if it is the right fit for the campus. The choice of provider will be presented to the stakeholders for approval.

The final step of the process would be to negotiate a contract. The campus must follow all district level policies in regards to procurement. The District Purchasing Department will be asked to provide guidance during this final step of the process.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Working in partnership requires a game plan for implementation, troubleshooting, and evaluation. The responsibility for a successful outcome is shared between school leaders and providers.

The campus and the provider will determine outcomes and evaluation measures. Both parties will agree on what data will be used to measure outcomes and develop a timeline for collecting the data.

To create a positive working relationship, the school will work with the provider to develop a flexible implementation plan. It will be important to maintain open communication. The campus must also be ready to assist if issues arise during the implementation. The keep is to gain support from the staff. The school must be able to deal with issues such as: scheduling professional development, finding time to learn and reflect about new practices, addressing problems of conflicting efforts, aligning services with district and state standards and assessments, addressing turnover, and training new teachers.

The partnership must also establish an evaluation plan. The plan must be aligned with the state and federal accountability system. Procedures must be in place for collecting ongoing and final evaluation data. Besides the performance data, information must also be collected regarding the implementation process. Benchmarks established by both parties must be used to determine how well the partnership is meeting outcomes. Finally, make any necessary revisions based on the evaluation data. If the partnership is not meeting expectation and the outcome are not as expected, the partnership must agree on the grounds under which the partnership might end.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Hire one person as the grant coordinator who will oversee all grant activities.
2.	Hire one secretary to assist with all paperwork involved with completing grant requirements.
3.	Hire one clerk to assist with all grant documentations.
4.	Purchase all equipment for the grant administrative personnel and the technology equipment that will be used by the classroom teachers.
5.	Purchase all educational software that will be used by students for the interventions.
6.	Conduct search and select outside providers that will provide the staff development and the technical assistance.
7.	Implement training of all software that will be used as part of the implementation and monitoring of the activities.
8.	Purchase all supplemental materials that will be used in the classroom during regular school time and extended day/week.
9.	Schedule all staff development sessions for Year 1.
10.	Purchase teacher recognition materials.
11.	Submit Extra Duty Pay Recommendation forms for Year 1.
12.	ALSO ADDRESS ANY OTHER THINGS THAT YOU HAVE BUDGETED FUNDS FOR YEAR 1
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Oliveira Middle School strives to provide a high-quality educational program for our students. The school works toward coordination and integration of federal, state and local services program.

The campus utilizes a Campus Improvement Plan (CIP) as a tool to increase student achievement. All activities in the plan are related to increasing student achievement. The first part of the process is that the staff conducts a needs assessment. There are seven areas that are studied: Demographics; Student Achievement; School Culture and Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction, and Assessment; Family and Community Involvement; School Context and Organization; and Technology. Each staff committee determines the sets of data that will be collected in order to create a school profile and identify strengths and weaknesses. The data includes both qualitative and quantitative measures. The next part of the process is creating performance objectives. Each committee develops performance objectives that are "SMART". Once the objectives are created, the committees determine the activities that will work to increase student achievement. The activities include: a timeline, targeted population, the person(s) responsible for the activity, the formative and summative evaluations, and funding resources. The campus coordinates funds provided by the District, State, and Federal sources. The District following spending guidelines for each of the funding sources.

The main focus of our plan is to increase the capacity of the staff mainly through professional development. The campus staff receives a variety of staff development through District initiatives. The District decides on which initiatives to implement based on the students' needs. The District makes it a priority to engage the stakeholders in the developing of instructional programs or initiatives. The District Curriculum Department conducts the staff development sessions. The participants at the trainings include classroom teachers and Deans of Instruction. The Deans are integral to the process because he/she is expected to monitor and evaluate the implementation of the initiative. The monitoring consists of data collection and classroom observations. The information is used to make changes to the instructional program and/or provide additional staff development. The Curriculum Department is a valuable resource in maintaining continuity. The District currently implements initiatives such as: Early College High School, I3-Educate Texas, Texas Literacy Initiative, Middle School Science, Technology, Engineering, and Math program, and high school Science, Technology, Architecture, and Medical Program (STAMP).

Oliveira Middle School also received the Title I Priority and Focus Schools grant. The campus utilized the funds to assist teams of teachers to supplement the District curriculum through curriculum writing. The teams of teachers reviewed the curriculum in place an identified additional resources and activities to assist the students. The teachers also created lesson plans for the entire school year. The teacher completed these curriculum writing and lesson planning actives after school and during the summer. The campus will use the formative and summative evaluation to determine to effectiveness of these activities. As part of the monitoring, the campus implements grade level meetings twice a week and department meetings three times a week.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	To be determined (BISD will not name a new principal this year unless grant is approved.
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	January 2016

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The campus will use the state standardized assessment results for grades 6th-8th. The new state evaluations for teachers and principals include student growth as a component. The teacher evaluation (T-TESS) weighs student growth as 20% of the evaluation. The principal Evaluation (T-PESS) weighs student growth as 25%.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The T-TESS system involves multiple observations – formal and informal. The observations are lesson length. The teacher evaluation includes announced and unannounced observations. A post conference must occur within 48 hours in-person. Pre-conferences will take place for all announced observations.
Describe how the evaluation system was developed with teacher and principal involvement:	The evaluation systems for both teachers and principals were created by the Texas Education Agency. Both evaluation systems went through a rigorous development process and included input from stakeholders. The District is currently involved in a pilot of both the T-TESS and T-PESS.

For TEA Use Only	
Changes on this page have been confimed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	If the campus meets all its goals, everyone on the campus will receive $2,000. In addition, if the grade level subject teachers meet the team goal, each team teacher will receive an additional $2,000. If a teacher meets their progress goal, he/she will receive an additional $2,000.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	When a teacher is designated as in need of assistance, the certified appraiser and the teacher's supervisor shall, in consultation with the teacher, develop an intervention plan. The intervention plan will include activities such as peer observations, staff development, and mentoring from the campus and District Curriculum Department. A teacher who has not met all requirements of the intervention plan by the time specified may be considered for separation from the assignment, campus, and/or District.
Describe the criteria established for educator removal:	The District has Policy DFBB (Legal) that outlines Term Contract Nonrenewal. The campus will be in charge of collecting all relevant data. The campus will work closely with the Human Resources Department to make certain the process is followed correctly and in a timely manner.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year.	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	LEP students will utilize English language acquisition software such as Rosetta Stone though the use of electronic tablets, such as iPads in order to accelerate their acquisition of the English language.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Students will use hands on activities, such as Living with Science and Edusmart in a science lab setting in order to increase achievement in science for all grade levels.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will meet to develop supplemental materials and lesson plans in order to provide a more effective and complete instructional program in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers will utilize supplemental materials for content areas purchased from providers in order to increase student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Students will utilize instructional software such as Compass Learning, iStation, Think Through Math to supplement the instructional program and to enhance student learning through technology.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Students will utilize technology throughout the instructional program in order to increase their time on task in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Teachers will receive staff development in the tested content areas from campus, District, and outside providers in order to increase student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	All staff members will be recognized for exemplary efforts in the classroom with tokens such as certificates in order to increase teacher pride in their work.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will participate in teaching models such as co-teaching, peer observations and modeling in order to increase their effectiveness in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers will collaborate with each other after school and/or weekends through grade level and department meetings in order to strengthen communication within the instructional program.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Teachers will receive staff development to increase the depth, rigor, and complexity of instruction in the classroom and also of classroom assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Teachers will engage in staff development that will increase their knowledge of and application of technology in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	The school administration will receive staff development in the area of data collection and analysis from providers that specialize in data collection and analysis in order to effectively implement the use of data in the school.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	The school administration will participate in staff development that will increase the effect use of classroom observations from providers such as the Regional Service Center	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	The school administration will receive staff development in the area of school leader effectiveness from outside providers such as the Regional Service Center or other Educational Leadership training companies, and/or participate in leadership academies and/or mentoring programs in order to increase student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	The school administration will cultivate the leadership capabilities of the staff by providing staff development such as training sessions, book studies, and educational rounds in order to increase empower stakeholders.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Provide training to all staff members on the use of data to inform instruction in the classroom from outside providers that specialize in data collection and analysis.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
2.	The campus will implement a systematic assessment plan in order to increase the effective use of formative and summative assessment in the classroom and to ensure that all assessments are aligned to the state standards.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Use technology such as software and hardware in order to facilitate the collection of data.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Engage in quality professional learning at least weekly to ensure delivery of effective instruction for students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	At-Risk students will participate in extended time tutoring aligned to college and career readiness standards in order to increase student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	At-Risk students will participate in Saturday Academies aligned to college and career readiness standards in order to increase student achievement	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The master schedule includes enrichment periods for students that need more educational reinforcement in reading and math.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Reading enrichment classes are in block format (90 minutes) in order to reinforce concepts and literacy.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Students will utilize content area web-based programs in order to reinforce skills previously learned in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The school library and computer labs will be open for extended time before/after school and during weekends in order to increase learning time for students	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the Interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning by providing training from District and outside providers	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create two-way communication channels between school and home that are effective and reliable through the use of technology and print.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Improve recruitment and training to involve families as volunteers and as audiences at the School by advertising through different mediums.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities by providing training from District and outside providers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations by soliciting participants through various mediums.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities by developing partnerships for services.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Develop and adhere to practices that support safety such as positive school-wide behavior programs that set rules and provide consistent enforcement, clearly communicated rules for common areas, guidelines for adult intervention, and clearly communicated (verbally and written) rules for classroom behavior.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Teachers will use supportive practices such as accommodating individual student needs, using mistakes and incorrect answers as opportunities to learn and teach - not for correction and shame, providing feedback, offering praise for hard work and maintaining high expectations for every student.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Foster relationships with students by making an effort to interact with each student, provide students with opportunities to excel, work with students to establish goals and overcome weaknesses, invite students to share their experiences and culture.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Encourage students to participate in school activities by providing opportunities for students to decorate hallways, provide displays, greet guests, and conduct some of the business of the school such as delivering messages, working in the office, etc.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Assure that the physical surroundings are appealing to students. Schools should be clean, facilities well maintained, and student work should be evident in all areas of the school.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Reach out to parents by sharing student successes.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 031-901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing Impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only		
Changes on this page have been confirmed with:	On this date:	
Via telephone/fax/email (circle as appropriate)	By TEA staff person:	

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)		

County-District Number or Vendor ID: 031-901	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: